

June 11, 2007

DRAFT- For 2007 RPE Grantee Meeting

Subject: Enhancing Activities for Primary Prevention of Sexual Violence

The ultimate goal of the Rape Prevention and Education Program (RPE) is to prevent sexual violence from happening in the first place. RPE programs are expected to begin strategic planning efforts while continuing to implement and increase efforts to move along the prevention continuum from basic awareness activities to those activities that change beliefs, attitudes, behaviors and policies which support or allow sexual violence to occur. While RPE programs also include surveillance, training/technical assistance, evaluation, fiscal oversight, etc., this document focuses on ways to strengthen your current prevention activities¹ (based on what we currently know about what does and does not work) while you engage in your 2-year planning process.

Although some effort to raise awareness about sexual violence (SV) and where to seek information or help will always be needed, for many states and territories, RPE funds provide the only opportunity to do SV prevention. While important, awareness programs, in and of themselves, will not change beliefs, attitudes, behaviors and policies regarding sexual violence. Therefore, SV prevention efforts should be as effective and efficient as possible.

Prevention efforts should be reviewed and strengthened, where possible, for each of the permitted uses that your program addresses. These include:

- 1) Educational seminars; 2) Operation of hotlines; 3) Training programs for professionals; 4) Preparation of informational materials; 5) Education and training programs for students and campus personnel to reduce the incidence of sexual assault at colleges and universities; 6) Education and training to increase awareness about drugs that facilitate rapes or sexual assaults; and 7) Increasing awareness in underserved communities and among individuals with disabilities.

RPE programs should also address complimentary activities such as coalition building, community mobilization, policy and norms change, (as identified in the CE07-701 Program Announcement and draft Sexual Violence Prevention and Education Program Announcement Guidance Document for Part A Applicants).

¹ Permitted use activities are referenced in the RPE Congressional Language Permitted Uses; the Draft RPE Practice Guidelines, and Creating Safer Communities: RPE Theory Model of Community Change and Activities Model.

There are several CDC tools to help you determine the breadth and scope of your RPE activities, such as:

- CE07-701 RFA and Program Announcement Guidance Document – Identifies the activities that are expected for RPE program implementation.
- The draft RPE Practice Guidelines – Provides principles of effective practice for working with youth, families, communities, etc., in sexual violence prevention work. Grantees can use the principles and activities in the draft Practice Guidelines to support planning, implementation, and evaluation efforts.
- Getting to Outcomes (GTO) for SV – Is a planning, implementation, evaluation and sustainability tool to develop a comprehensive sexual violence prevention plan
- Creating Safer Communities: RPE Theory Model of Community Change and Activities Models – Provides an overarching framework that identifies intended outcomes of your activities.

These tools can provide direction and support in the development of a State-specific Sexual Violence Prevention Plan for RPE, they can also support current efforts. The "Enhancement" framework is intended to provide you with suggestions on how to strengthen your current program activities while you engage in your 2-year planning process.

Note: It is not feasible to expect that programs will be able to immediately incorporate all of the suggested components for enhancing program activities. However, there should be movement toward enhancements that will make your programmatic efforts more efficient and effective.

Framework for Enhancing Activities for Primary Prevention of Sexual Violence DRAFT

Activity	Moving from	Enhanced
<p>Educational Seminars</p>	<p>Educational seminars or sessions that are one-time, 1 or 2 hours long and focus on awareness of the problem (statutes, statistics, etc.), rape myths, where to go for victim services, etc.</p> <p>One-time sessions at a Health Fair or other community event that consist of quick messages and rely heavily on brochures or other informational materials.</p> <p><u>Note:</u> You may get requests from schools and community organizations to provide one-time only educational sessions; however, one time sessions are of limited value as they do not lead to behavior change.</p>	<p>Educational seminars or sessions should:</p> <ul style="list-style-type: none"> • focus on primary prevention • have a health promotion framework (e.g., the behaviors you want adopted) • be socio-culturally relevant • use varied teaching methods (for example, sessions should be long enough to incorporate activities such as role playing; include small group work to allow the participants to build and practice skills over time) • be grounded in theory (for example, theories about why sexual violence happens, what conditions are necessary to affect a specific change, and what activities are most effective at supporting learning and integration of content) • have sufficient dosage (for example, have multiple sessions, at least 6 to 8 weeks with follow-up booster sessions) • take place in alternative venues where there is greater access to youth and also able to reach at-risk youth who are not in school • be age and developmentally appropriate (timed to have the greatest impact in a child's life) • foster positive relationships between youth and adults (build relationships between youth, their peers, families, other adults and youth serving agencies) • have well trained staff (staff receive sufficient training, support and supervision) • utilize trainers/facilitators that are the right fit for the audience • include outcome evaluation (evaluate and continuously improve) <p>Other considerations:</p> <ul style="list-style-type: none"> • Sessions for youth may include topics such as healthy relationships, gender roles and expectations, consent/coercion, bystander intervention, etc. • sessions for community leaders and/or community members may include understanding SV; attitudes that condone SV and victim blaming; gender issues and peer norms that support SV; healthy relationships and skill building to model that behavior.

Activity	Moving from	Enhanced
<p>Training programs for students and campus personnel designed to reduce the incidence of sexual assault at colleges and universities.</p>	<p>Training programs for students and campus personnel that consist of one-time, sessions that cover everything from sexual violence (SV) myths to where to go for victim services or quick messages that rely heavily on brochures or other informational materials. <u>Note:</u> Training or systems change work that has a primary goal to educate and/or improve the response to victims (e.g. training for health professionals and law enforcement on appropriate response, investigation and/or prosecution) is not an appropriate use of RPE funds.</p>	<p>Training programs for students and campus personnel should:</p> <ul style="list-style-type: none"> • engage males as change agents • educate campus staff and leadership (including student leaders) and teach them to model appropriate behaviors • conduct intensive Resident Assistant/Advisor training (with ongoing follow-up support) around prevention and bystander intervention, etc. • include policy and systems change work <p><u>Note:</u> The principles described for Educational Seminars and Professional Training also apply here. Please refer to the appropriate section for that information.</p>
<p>Professional Training</p>	<p>Professional Training sessions or seminars that consist of one-time training for first responders (health and law enforcement), criminal justice, victims/perpetrators, intervention providers, victim services and other profession specific survivor response. <u>Note:</u> Professional training or systems change work that has a primary goal to educate and/or improve the response to victims (e.g. SART Training, training for judges on statutes, and training for health professionals and law enforcement on appropriate response, investigation and/or prosecution) is not an appropriate use of RPE funds.</p>	<p>Professional Training sessions or seminars should:</p> <ul style="list-style-type: none"> • be a part of a comprehensive training plan • strategize about "who" to train • take into account work environment, (e.g., professional requirements, relevant organizational policies and procedures, organizational norms of practice) • have sufficient dosage and provide follow-up technical assistance • use multiple educational activities • be culturally appropriate • include appropriate trainers • train for sustainability • consider the multiple paths of how training moves into practice <p>Other considerations:</p> <ul style="list-style-type: none"> • increase capacity of partners and professional organizations to provide peer education on sexual violence prevention • develop skills to impact prevention efforts with youth, men and boys

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Social Norming/ Social Messages	Social Norming/Social Message campaigns that consist of one- time, awareness messages that are considered a product in and of itself.	Social Norming/Social Message Campaigns should: <ul style="list-style-type: none"> • be part of a health communication plan (<i>CDCYNERGY Violence Prevention Edition, Your Guide to Effective Health Communications</i>, is a CDC resources to help develop communications campaigns) to determine how to best promote primary prevention messages for target audiences (for communities; for by-standers; or potential perpetrators, etc.) • the message should support RPE goals and objectives • have learning objectives • include an evaluation component which measures the impact of the campaign on overall RPE efforts • based on best available evidence and input from intended audience/community
Preparation of information material	<p>Preparation of information materials such as brochures, fact sheets, and posters that has as a primary goal to describe sexual violence (statistics) and focus on where to go for services.</p> <p>Materials that are general in scope and may or may not be related to specific RPE program activities.</p> <p>Materials distribution is used as a major program activity.</p>	Preparation of informational materials should be: <ul style="list-style-type: none"> • prevention focused • part of a health communication plan • related to educational efforts or other program efforts • based on best available evidence • developed with input from intended audience/community • evaluated
Coalition Building (Coalition Building consists of identifying and convening community leaders and partners for planning to address sexual violence.)	Coalitions formed solely to bring service providers together to improve victim services.	Coalition Building should: <ul style="list-style-type: none"> • engage a broad spectrum of the community (the coalition to be reflective of the community it serves) • build on community strengths • be used to jointly develop a shared and compelling vision and purpose • encourage true collaboration as the form of exchange (e.g., ensure that all voices are heard) • practice democracy • go beyond planning – take action • align goals and process (to reflect the same principles, values and outcomes that you are working toward) • develop a comprehensive plan to create policy change, increase public knowledge on SV

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<p>Community Mobilization (Community mobilization consists of identifying community stakeholders, gate keepers, community leaders and community-based organizations to develop a joint vision and commitment.)</p>	<p>Community mobilization used for the sole purpose of engaging stakeholders around sexual violence response in their community.</p>	<p>prevention and create social change to address issues that support SV</p> <p>Community mobilization should:</p> <ul style="list-style-type: none"> • have resources committed to increase community engagement • involve grassroots leaders and organizations • empower communities to make social change • use outreach to involve the community (going out to meet those who are not actively involved in community issues and efforts) • match facilitator/organizer with audience for credibility • use an assets based approach (start where the community is and build upon strengths) • be accountable (define roles, responsibilities, and measures of success) • be sustainable by institutionalization of program and policy changes, community ownership • promote collaborative leadership through shared decision making
<p>Public Policy/ Organizational Practice</p> <p><u>Public Policy</u> is expressed in the body of laws, regulations, <u>decisions</u> and actions of government.</p> <p><u>Organizational policy</u> establishes expectations of conduct and practice for individuals and an organizational climate in which the mission and goals of the agency are fulfilled.</p>	<p>Public Policy/organizational policy that focuses on secondary and tertiary response to SV (counseling, investigation, prosecution, etc.)</p>	<p>Public/Organizational Policy should:</p> <ul style="list-style-type: none"> • be focused on primary prevention (e.g., policies that support norms change) • use policy as part of a comprehensive approach to prevent SV • promote individual, community, or organizational norms, behaviors, and practices that influence the circumstances or environments in which SV occurs) <p>Other considerations:</p> <ul style="list-style-type: none"> • organize for: 1) proactive advancement to promote new policy initiatives; 2) reactive response to refine and improve current policy; 3) defensive response to block institution of problematic policy • design an approach (pre-policy development planning) • focus on how to advance your policy; study the opposition policy development and implementation) • be a "watchdog" (monitoring, enforcing, and evaluating policy)

Activity	Moving from	Enhanced
<p>Promotion and Operation of Hotlines</p> <p><u>Note:</u> Hotlines are a legislatively approved activity; however, they have limited applicability to primary prevention programming.</p>	<p>Routine hotline reach and usage strictly related to victim and family services and support.</p>	<p>Promotion and Operation of Hotlines should:</p> <ul style="list-style-type: none"> • increase awareness of hotlines through new partnerships, especially in underserved communities. • increase accessibility to underserved communities. • incorporate messages that sexual violence is preventable in the hotline promotion materials.

A significant amount of information was provided to help you strengthen program activities. As stated initially, it is not feasible to expect that programs will be able to immediately incorporate all of the suggested components for enhancing program activities. However, there should be movement toward programmatic enhancements.